**The Progression of Effective Reading Instruction**

Graves, M., Juel, C., & Graves, B. (2001). *Teaching Reading in the 21st Century* (2nd edition). Boston: Allyn and Bacon.

**What leverage does this give me? What are the classroom implications?**

Reading successfully depends upon many factors, and we can help students learn more from reading by attending to these factors before, during, and after reading. Texts should not just be handed out to students. The text should be prepared for students and students should be prepared for the text. Teachers need to analyze texts before they give them to students, asking themselves the following questions:

* What knowledge does the author of this text assume that readers have?
* What prior knowledge is necessary to understand this text?
* What types of difficult vocabulary are in this text?
* How abstract are the important concepts in this text? Are there examples to help students understand?
* Does this text clearly connect to other texts and to our driving question?
* How much of this text can I reasonably use in a lesson?

**Index of Teaching Strategies**

**Think Aloud**

1. The teacher models a Think Aloud using a text, a diagram, concepts, etc. The idea behind a Think Aloud is to show students how you process whatever it is you are reading.... in other words, to make your thinking visible. How are YOU figuring out what is meant? You are apprenticing students into accessing text in your discipline. Modeling possibilities include:

a. Relying on prior knowledge

b. Thinking back, remembering a connection

c. Taking your time

d. Visualizing

e. Using the process of elimination

f. Talking through a comprehension problem... problem solving

2. Students try the Think Aloud model with a partner, using specific prompts provided by the teacher in the beginning (This makes me think of....; What I am trying to figure out is...; I think this means that...; This makes me picture...).

**Talking to the Text**

This is very similar to a Think Aloud, only the teacher and students write their thinking all over the page of the text they are working to understand, or on sticky notes that are placed on the page (in cases where students shouldn’t write on the text itself, like a text book).

1. The teacher models talking to the text on a document camera, Smart Board, or overhead by jotting notes in the margin of a text, making comments, asking questions, making predictions, underlining, etc. and making thinking visible in the process (e.g. “Why did I underline that particular section?”).

2.The students then try this on their own, and then compare their notes and thinking with a partner. Repeated opportunities for modeling and practice are offered over time, with students taking on more independence over time.

**Building in Daily Routines**

1. Stop and Jot – in the middle of a lesson, or at a logical break in a reading, have students stop and jot (write) a reflection, a question, a prediction, a connection, etc.

2. Turn and Talk – in the middle of a lesson, or at a logical break in a reading, have students turn and talk in response to a specific prompt... can be effectively combined with a Stop and Jot by having students write first and turn and talk to share their thinking/jotting. These should be time-limited and monitored.

3. Focused Read - Give students three minutes to read a selected portion of text. Have students discuss it in small groups or partnerships, focusing on what they learned/found out. Students need to make sure to “stick to the text,” rather than report out their own opinions about what they read. Teacher modeling may be necessary to help students learn to do this.

**Double-entry Journal**

The double-entry journal allows students to record information (from text, a science diagram, a picture, a data set, etc.) on the left and then show their thinking on the right.

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| --- | --- |
| ***I learned... I read... I heard... I did...*** | ***I thought... I wondered... So what?*** |
|  |  |

**Text in the Middle**

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| --- | --- | --- |
| **In my own words... this means... summary** | **Text** | **How I made sense of this (strategies I used and how I used them)** |
| *Student writing goes here.* | *Copy a portion of an actual text here... limit to a manageable chunk.* | *Student writing goes here.* |

**Instructional Strategies: Informational Texts**

**BEFORE READING**

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| WHAT   * Activate interest. * Activate prior knowledge. * Build/review any necessary knowledge before reading. * Preview difficult concepts and vocabulary. * Introduce and set purpose with a driving question. * Connect the question to the real world and the students as possible. | HOW   * QuickWrite * List – Group – Label * Text Preview * Predict and Match with key terms |

**DURING READING**

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| **WHAT:**   * Have the students skim the document looking for clues to the source and context. * Ask the driving question again. Have students identify key ideas and concepts as they read. * Have student identify the relationships between these concepts. * Utilize the above process with each piece of text (this can be broken down and organized in a variety of ways). * Engage students in the analysis and evaluation of evidence across texts. | **HOW**   * Stop and Jot. * Turn and Talk. * Reading Guide or Text in the Middle with breaks for discussion and metacognitive modeling…   -How do you know?  -Tell me more…   * Text Structure Mapping and graphic organizers * Use a graphic organizer to help compare and contrast the accounts. |

**AFTER READING**

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| **WHAT:**   * Have students take and defend positions on the original driving question. * Have students use textual evidence to make arguments. * Have students relate the material to their own lives, or at least to today’s world. | **HOW:**   * Four Corners discussion activity * Use of graphic organizers with word banks to develop and construct arguments supported by evidence. * Production of arguments and/or accounts based upon the scaffolds of the word bank, graphic organizer, and genre models. |

**OTHER STRATEGIES**

* Guided Reading across texts with a graphic organizer
* Think-Pair-Share to process understanding during reading
* Argument mapping – answering the driving question and finding evidence in the text to support the claim
* Turn and Talk – sharing arguments and evidence
* Quickwrite – turning the argument map into a journal entry or low-pressure essay
* Discussion with probing question if there is time… carry over to next class if necessary. Students should be talking more than you are.
* Think-Aloud – modeling of close reading

Think-Aloud protocols:

* What did you think about while you were reading?
* What images came to mind as you read… what did you picture?
* What does this text remind you of
* What was difficult in this section of text?
* What did – or could – you do to work through the difficult section of this text?
* What did you read that will help you answer our big question?

**Multi-Draft Reading**

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| --- |
| **DRAFT 1**  Reading for   * the central idea * details in chunks of the text. |
| **Draft 2**  Reading for   * the craft decisions used by the writer/speaker (figurative language, humor, etc.) * the structural decisions made by the writer/speaker |
| **DRAFT 3**  Reading to consider the implications of the ideas or argument. |

**From MAISA Unit - Strategic Reading of Informational Texts: Text Features & Structures**

**Understanding Text Features**

Consider the following text features as you explore magazine articles.

**FONT EFFECTS**

* What kind of font is used in the title? Is it fancy? Plain? Colorful? Big? Small?
* Does the font size and style stay consistent throughout the article or are there changes? What might the changes indicate?

**CUE WORDS AND PHRASES**

* Are there key words that seem to “jump off the page” to give the reader an idea about the author’s intent?

**ILLUSTRATIONS AND PHOTOGRAPHS**

* What kinds of illustrations are found in the article? Do they simply decorate the article or do they give clues about the article’s meaning?
* What kinds of photographs are found in the article? Are the photographs staged or do they capture something that actually happened in action?

**GRAPHICS**

* Does the writer/ publisher include graphics like charts, timelines, survey results, or other pictorials that give the readers clues about the article’s meaning?

**TEXT ORGANIZERS**

* Does the writer/ publisher include text organizers like bold-faced words, headers, highlighting, or divisions between sections?
* How do these text organizers work?

**THE SUM OF ITS PARTS**

* How well do the text features help the reader understand the author’s intent?
* How do text features differ from one article to another?

**Understanding Text Features Chart**

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| --- | --- |
|  |  |
| **Font Effects** |  |
| **Cue Words and Phrases** |  |
| **Illustrations and Photographs** |  |
| **Graphics** |  |
| **Text Organizers** |  |
| **Central Idea?** |  |
| **How do the text features contribute to the central idea?** |  |

**Understanding Text Features Chart**

**MODEL**

|  |  |  |
| --- | --- | --- |
|  | **“Warm Weather, Hot Body!”**  ***Seventeen***  **June/ July 2010** | **“Within One Cubic Foot: Miniature Surveys of Biodiversity” *National Geographic***  **February 2010** |
| **Font Effects** | -bright colors  -fonts vary in size  -testimonials in pink boxes  -headers in yellow boxes | -titles bigger than text  -black font |
| **Cue Words and Phrases** | -“Hot body”  “Feel lighter and leaner!”  “Get a killer summer bod!” | -“Tropical cloud forest”  -“Fresh water”  -“Coral Reef” |
| **Illustrations and Photographs** | -celebrity before and after photos  -exercise photos  -healthy food photos  -beach photos | -close-up, detailed photographs (in some cases, take up whole page) |
| **Graphics** | -training tips in yellow boxes  -multi-colored circles used to show healthy foods | -globes in each section to show where the microscopic animals come from |
| **Text Organizers** | -bold titles to show different sections  -fold-out workout section  -highlighted words within testimonials to give flavor of the piece | -each section headed by its location in the world  -details of article included on a 2-page spread |
| **Overall Effects of Text Features Decisions** | The author/publisher seems to think that the audience for *Seventeen* will be interested in bright colors, photos of attractive girls and celebrities, and that they prefer to read smaller segments of related texts. | The author/publisher seems to think that the audience for *National Geographic* will be interested in the award-winning photography and in-depth articles. Few text features indicate that the reader can digest large sections of text at once. The reader seems interested in where these stories are located in the world. |